Technical Report 18:
Evaluation of the Use of PRIME's
Reproductive Health Training
for Primary Providers:
A SourceBook
for Curriculum Development

Follow-up conducted during June 1998 to October 1999

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Acknowledgments

Much gratitude is due to all of the PRIME Regional Office staff, consultants, Partners and colleagues, individuals and organizations outside of PRIME who used PRIME's *Reproductive Health for Primary Providers: A SourceBook for Curriculum Development* and provided information through surveys, interviews, and group discussions about how they used the PRIME *SourceBook*, how useful and applicable it was, and how the *SourceBook* could be improved. This report attempts to summarize this rich information.

Special thanks goes to Lucy Harber for helping to collect, analyze and provide useful comments on the information. Alfredo Fort was instrumental in analyzing and constructing tables and graphs to support further data. Candy Newman gave her time to carefully review and offer many useful comments as this report progressed in draft form.

List of Acronyms

ACNM	American College of Nurse Midwives
CPI	client-provider interaction
FP	family planning
GOK	Government of Kenya
INTRAH	Program for International Training in Health
LAM	lactational amenorrhea method
NGO	non-governmental organization
PAC	postabortion care
PATH	Program for Appropriate Technology in Health
PRIME	Primary Providers' Education and Training in Reproductive Health (an INTRAH project)
RH	reproductive health
STIs/RTIs	sexually transmitted infections/reproductive tract infections

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Executive Summary

Reproductive Health Training for Primary Providers: A SourceBook for Curriculum Development (the PRIME *SourceBook*), is a modular reference for trainers, faculty, and curriculum developers intended to help develop or revise curricula for training primary providers of client-oriented integrated reproductive health (RH) services. It is one of PRIME's responses to the need for "integrating selected reproductive health care interventions into family planning training programs in order to respond better to clients' reproductive health needs", as stated in the PRIME contract Work Statement.

The PRIME *SourceBook* was under development and fieldtesting during 1995 – 1997, six modules and a User's Guide were published in English at the end of 1997 and were disseminated during 1998 – 1999. Between June 1998 and October 1999, a follow-up of the actual use of the PRIME *SourceBook* was conducted using multiple methods: in-depth interviews, surveys completed by PRIME staff, mail-out surveys to PRIME colleagues and other recipients of the *SourceBook*, oral and written participant feedback during/following activities when the *SourceBook* was being used, focus group discussions, and document reviews.

Findings from the follow-up indicate that the *SourceBook* is widely used as intended by its target users in Africa, Asia, Near East and by other Cooperating Agencies and international organizations. Its use is limited in Latin America/Caribbean and Francophone West Africa due to unavailability of Spanish and French language editions, although some multi-lingual consultants have used the English edition in these regions.

The *SourceBook* has been, and is continuing to be, used primarily as a reference for developing or revising in-service curricula and performance assessment/supervisory tools. There have been a few applications of the *SourceBook* in pre-service training curriculum revision, including fieldtesting of Module 4 as a resource for revising the Diploma III midwifery curriculum in Indonesia. By far the most useful component of the *SourceBook* is the skills assessment tools. These tools were used with little modification or were adapted. They were used as models for developing new tools for different skills. The new or adapted tools were used to guide skills training, skills assessment, and follow-up of skills application on the job.

The overall above-average ratings and comments collected through this follow-up indicated that the primary intended users –experienced FP/RH trainers, instructors and curriculum developers—are finding the *SourceBook* comprehensive, up-to-date, easy to use, appropriate and applicable to their work. The less experienced trainers and curriculum developers—especially those who are not experienced in using references— also program managers and supervisors who have little experience in curriculum development or training, require some help in getting oriented to the contents and organization of the *SourceBook* and how they can use it. Both groups would benefit from a concise quick-use guide that gives an overview of the *SourceBook* and summarizes how to use it step-by-step.

There is some data to indicate that use of the *SourceBook* has had an effect on the quality of training (more performance-based and/or competency-based; more integrated reproductive health content) and even the quality of services provided by trainees (providers more confident, services added/expanded, services more integrated).

Introduction

Background

Reproductive Health Training for Primary Providers: A SourceBook for Curriculum Development (the PRIME *SourceBook*), is a modular reference for trainers, faculty, and curriculum developers intended to help develop or revise curricula for training primary providers of client-oriented integrated reproductive health (RH) services. It is one of PRIME's responses to the need for "integrating selected reproductive health care interventions into family planning training programs in order to respond better to clients' reproductive health needs", as stated in the PRIME contract Work Statement.

Before beginning work on the *SourceBook*, a literature review was conducted to identify existing guides or curricula for training health workers in integrated RH. The *SourceBook* team continued to scan new literature during its development. Although many references on integrated RH and curricula on selected areas of RH were identified, there were no comprehensive resources for developing performance-based curricula for integrating family planning with other areas of RH, including knowledge and skills assessment tools. Throughout the modules of the *SourceBook,* excellent existing references on selected areas of RH are referred to as Key Resources for additional information. Included in the *SourceBook* Key Resources are the Pathfinder International modules titled, *Comprehensive Family Panning and Reproductive Health Training Curriculum*, which were under development at the same time as the *SourceBook* modules. PRIME and Pathfinder shared drafts of their documents and determined that the two sets of modules were complementary but different in their purpose, structure and content coverage.

The *SourceBook* builds on the many years of family planning (FP)/RH experience and training curriculum development of INTRAH, ACNM, Ipas and PATH. Topics like family planning, prevention of sexually transmitted infections, maternal/newborn care and postabortion care that traditionally were taught as separate topics are interwoven throughout the *SourceBook* so that trainees are better equipped to address the multiple RH needs of their clients at different life stages, e.g., adolescence, postpartum, and in different life circumstances, e.g., postabortion, in a non-monogamous or abusive relationship.

The *SourceBook* is founded on the principles of performance-based training—the knowledge, skills and support a primary provider needs to meet performance standards on the job and improve the quality of care offered to clients. Each of the 6 modules addresses one primary job responsibility, such as providing postabortion care services, that may be performed by a RH service provider. The components of the module describe the major tasks (the basis for learning objectives) associated with that job, provide an outline of the knowledge and skills required to complete those tasks, and provide sample assessment tools (pre-/post knowledge tests and skills checklists) designed to help assess knowledge and skills. The *SourceBook* is a resource document

and not a set curriculum; users are encouraged to select and adapt the topics and components to address the specific needs of their trainees. The modules contain many references to related material in other modules and references to key resources outside the *SourceBook* for additional technical content. The *SourceBook* consists of a User's Guide and 6 modules:

1   Counseling clients for family planning/reproductive health services
2   Educating clients and groups about family planning/reproductive health
3   Providing family planning services
4   Providing basic maternal and newborn care services
5   Providing postabortion care services
6   Providing selected reproductive health services

Six modules and a User's Guide were published in English at the end of 1997. The initial distribution targeted 438 curriculum development colleagues in the regions, Cooperating Agencies (CAs) and other international organizations. Since the initial mailing, PRIME has disseminated the *SourceBook* through training and technical assistance activities and in response to outside requests from individuals and organizations in more than 43 countries, bringing to 1,300 the total number of *SourceBook* sets distributed as of September 30, 1999.

Module 4 was translated into Bahasa Indonesia for use as a reference for Diploma III midwifery school curriculum revision. Modules 7 and 8, Spanish and French editions of the entire *SourceBook*, and a CD-ROM package of the *SourceBook* files were nearing completion when funding was discontinued in February 1999.

Problem statement

The PRIME contract Work Statement stated that the contractor would respond to the need for "integrating selected reproductive health care interventions into family planning training programs in order to respond better to clients' reproductive health needs". INTRAH was experienced in FP training and with integrating some other areas of RH into the training, and had developed a prototype curriculum. PRIME Partners ACNM, Ipas and PATH also had their specialty areas and materials: maternal/newborn health, postabortion care (PAC), client-provider interaction (CPI). Additional curricula and content references were available from other CAs and international organizations, but each addressed selected specialty areas, e.g., lactational amennorhea (LAM), domestic violence, sexually transmitted infections/reproductive tract infections (STIs/RTIs), HIV/AIDS, individual FP methods, and so forth. There were no existing prototype curriculum resources that modeled the integration of FP and other priority areas of RH care and that addressed the knowledge, skills and support a primary provider needs to meet performance standards on the job and improve the quality of RH care offered to clients.

Purpose and objectives

The follow-up of the *SourceBook* was intended to ascertain the actual use of the resource. The follow-up objectives were:

1.   To identify uses/users; to track adaptations of the *SourceBook*

2.   To collect user impressions regarding the readability, usability/adaptability, and applicability of the *SourceBook*

3.   To determine the amount and type of technical assistance required to adapt the *SourceBook* content for local use

4.   To identify recommended revisions/expansions to the *SourceBook*

5.   To determine results/effects of *SourceBook* use

Methodology

The follow-up was carried out during 1998-1999 through in-depth interviews, written surveys, oral and written feedback during/following activities when the *SourceBook* was being used, focus group discussions, and document reviews.

Data collection instruments (see Appendix A):

1. "Interview Questions for PRIME *SourceBook* Users" was intended to guide the in-depth interviews and was used with 8 individual users (INTRAH and PRIME consultants) during the time period June – October 1998, and a focus group of 5 users (South African primary health care trainers/supervisors) in December 1998.

2. "PRIME *SourceBook* – We Used It!" was a survey form initially used during the November 1998 PRIME annual meeting to collect information about past, current and planned uses of the *SourceBook* from PRIME staff. 30 forms were completed at the 1998 annual meeting. It was later used in December 1998 by a focus group of 5 South African primary health care trainers/supervisors who had used the *SourceBook* for curriculum development.

3. Draft "PRIME Publications Survey" was faxed to PRIME Regional Offices and a few CAs to pretest the instrument (see #4 below) and collect feedback and utilization information from a small sample of PRIME publications recipients. 15 responses were returned, out of which 13 stated they had received the *SourceBook*, and 12 rated its usefulness/relevancy to their work.

4. "PRIME Publications Survey" was included in a March 1999 mailing of 2 new PRIME publications to 608 recipients, in order to collect feedback and utilization information from recipients of previous mailings of PRIME publications (*List of Free Materials in Reproductive Health*; *The Menstrual Cycle and Its Relation to*

Contraceptive Methods; the PRIME *SourceBook*). 53 responses were returned, out of which 22 stated they had received and used the *SourceBook*, and 18 rated its usefulness/relevancy to their work. The respondents who used and rated the *SourceBook* were primarily African FP/RH trainers and curriculum developers who also had job responsibilities in training/program management, service provision and/or supervision.

5. Participant Reaction forms used to collect feedback from participants in *SourceBook* orientation seminars: two one-day *SourceBook* orientation sessions for 33 participants conducted in Nairobi Kenya in September 1998, a half-day session facilitated by PRIME for 25 participants during the CARE-MoRR launch workshop in Atlanta in September 1998, a focus group of 5 *SourceBook* users in South Africa in December 1998.

6. "Interview Questions for SourceBook Users (D3 Project)" was used in July 1999 to collect feedback from 23 midwife educators who used portions of Module 4 to revise 2 courses in Indonesia's Diploma III pre-service midwifery curriculum.

Other miscellaneous sources of information: trip reports, emails (e.g., from Phyllis Long, PRIME/ACNM consultant who used the *SourceBook* in Morocco), report of PRIME-conducted *SourceBook* orientation seminars held in Nairobi, report of seminar for CARE-MoRR Launch.

Techniques used for data analysis were tallying the frequencies of responses to questions, categorizing the uses of the *SourceBook* according to pre-determined categories of intended use, and selecting consistent themes reported in the instruments and documents reviewed.

Results

The following results are summarized from *SourceBook* users who responded to requests for information. There are many others who requested and are using—or not using—the *SourceBook* whose comments are not reflected here. The results are summarized according to the objectives of the assessment.

Objective 1: To identify uses/users; to track adaptations of the *SourceBook*.

See Table 1 in Appendix B which summarizes the following information solicited from *SourceBook* users through the tools described above.

The *SourceBook* has been adapted/used or is currently being adapted/used as a resource **by PRIME for developing or updating 22 integrated RH in-service or pre-service curricula in 13 countries**: Bangladesh, Benin, El Salvador, Ghana, India, Indonesia,

Kenya, Mexico, Morocco, Paraguay, Tanzania, Togo, Uganda – and planned use in another 2 countries: Dominican Republic and Peru.

The *SourceBook* has also been used **by other USAID Cooperating Agencies (CAs) and organizations** for developing/updating **12 RH curricula in 8 countries**: Pathfinder/Kenya, Equity/South Africa, Basics/Eritrea, JHPIEGO/Indonesia, Medical Training Centres/Kenya, University of Nairobi Department of Nursing/Kenya, Aga Khan Well Woman Clinic/Kenya, Nairobi City Council/Kenya, JSI Private Sector/Morocco, PSI Private Sector/Togo, Makerere Medical School/Uganda, ZNFPC/Zimbabwe.

Other uses of the *SourceBook*:

- As a **reference for developing curriculum support materials for group learning or self-study** for 8 projects (PRIME and other organizations)
- As **a reference for developing/expanding service guidelines** (Family Planning Association of Kenya and the National Clinical Training Network in Indonesia)
- To **develop performance evaluation tools** for 13 projects in 7 countries (PRIME and other CAs/organizations). For example, Ipas used the PAC skills assessment tools in Module 5, with only minor adaptation, for skills evaluation of midwives as part of operations research by MotherCare and the Ghana Registered Midwives Association.
- To **expand libraries/resource centers** (9 respondents to PRIME Publications Survey)
- To **share with colleagues** (18 respondents to PRIME Publications Survey)

The following additional uses or planned uses have been reported:
- **SEATS and FOCUS**: PATH secondments to these projects have used the *SourceBook* in various curriculum development activities.
- **CARE**: introduced the *SourceBook* to CARE program managers/supervisors during technical update workshops in East and West Africa and during the CARE-MoRR launch workshop (September 1998) through PRIME-facilitated sessions. Participants identified planned uses of the *SourceBook* in several CARE projects in the regions.
- PRIME conducted two one-day *SourceBook* orientation sessions for thirty-three potential *SourceBook* users in **Nairobi, Kenya** in September 1998. Participants (faculty from Kenya Medical Training Center and other pre-service training institutions, and staff from non-governmental organizations and other private sector institutions in Kenya) drafted four pre-service training course outlines and three plans for integrating reproductive health into in-service training curricula. Participants also made plans for using, sharing and facilitating implementation of the *SourceBook* in their work environments.

Objective 2: To collect user impressions regarding the readability, usability/adaptability, and applicability of the *SourceBook*.
Data relevant to this objective was collected through all of the methods/instruments described in the Methodology section above. The comments and ratings regarding the *SourceBook's* readability, usability/adaptability and applicability were consistently positive and higher-than-average.

1. Data from in-depth interviews:

Six out of 8 interviewees reported that the *SourceBook* was very useful, readable, usable, and applicable to their situations. Selected comments:

> We used the *SourceBook* skills checklists with minimum revision. They are excellent competency-based training/assessment tools –thorough, clear and well-organized— and would have taken us a lot of time to develop from scratch. *(RH clinical curriculum development specialist, Bangladesh)*

> The *SourceBook* is rich with information and can be used with revision or none at all. *(RH clinical trainer, Uganda)*

> The Ghanaian evaluator commented that the skills assessment tools were very easy to use and very comprehensive. *(Operations research consultant, USA)*

> The *SourceBook* is more practical (than the Prenatal Education Program book); having all the modules is very helpful as they complement each other. The *SourceBook* content is good and advanced more than Bridging activities RH content. *(clinic supervisor trainer, South Africa)*

One of the 2 interviewees who had some difficulty using it was working with trainers who were not experienced in either curriculum development or training. During the process of using the *SourceBook* for developing the curriculum, the trainers became more familiar with focusing the content on only the knowledge areas needed to perform the selected skills and developing training activities that utilized experiential learning techniques. The other interviewee had not yet used the *SourceBook* at the time of the interview, but was unsure about its application for revising pre-service curricula. After using selected parts of the *SourceBook*, she found the skills assessment tools to be the most useful section of the *SourceBook* and predicted substantial improvements in instruction in essential clinical skills for midwifery students resulting from the adaptation of the very detailed skills assessment tools for the revised pre-service training curriculum.

2.   Data from "PRIME *SourceBook* – We Used It!" instrument

35 instruments were completed, out of which 23 respondents rated how useful the *SourceBook* was to their particular purposes. The remaining 12 respondents had not yet used the *SourceBook* and were completing the instrument in relation to planned uses of the *SourceBook*. All 23 respondents who rated the *SourceBook* scored it "reasonably user-friendly" to "very easy to use". See Table 2 below.

Table 2
Responses for the "PRIME *SourceBook* - We Used It!" Instrument by Rating

	Rating	Number	Percentage
1	Difficult to use/required lots of TA	0	0.0
2	Reasonably user-friendly/ required acceptable amount of TA	14	59.1
3	Very easy to use/required no TA	9	40.9
	TOTAL	23	100.0

2. Data from "PRIME Publications Survey" (draft and finalized versions)

35 respondents indicated that they had received the *SourceBook*, out of which 30 respondents rated how useful/relevant the *SourceBook* was to their work. All 30 respondents rated the *SourceBook* "useful/relevant" to "very useful/relevant". See Graph 1 below.

Graph 1
Responses to a PRIME Publications Survey "How useful/relevant is the SourceBook to your work?"
(N = 30)

Not useful/relevant   Very useful/relevant
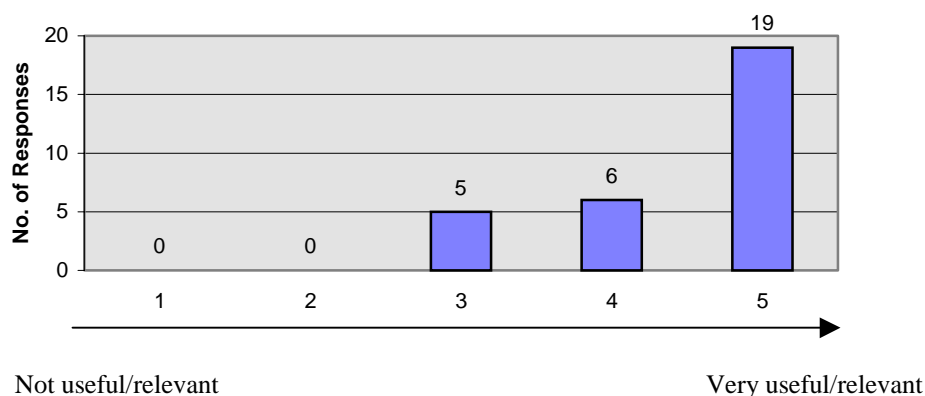
Selected comments from respondents:

It is user friendly for example the binding is good, content factual, simple to understand and logically arranged. *(Ghana)*

Helps one to prepare for workshop. Major tasks, effective implementation, evaluation. *(Ghana)*

Information in the different modules of the *SourceBook* is very simplified easy to use as reference. Covers all aspects of reproductive health. *(DISH Project trainer, Uganda)*

We used it to develop a new update Family Planning course or rather reproductive health course. The skills assessment tools are excellent and most helpful. *(South Africa)*

The *SourceBook* is a great reference for knowledge, training issues, and a guide for systematic curriculum development. *(India)*

ALTAM *(a Bangladesh NGO)* is involved with curriculum development, with its all training conducted for different organizations. So during the task, this resource book was used as reference book as well. *(explaining a Very useful/relevant rating) (Bangladesh)*

I have used the *SourceBook* as a resource for training. Module 5 has helped me understand about postabortion care. I also used the module to come up with a concept paper on postabortion care. *(Zimbabwe)*

I keep referring to it. The sequencing of the content is clear, helpful. *(Tanzania)*

We've never seen anything like this. We sent ordering information to a Chinese RH organization, Ynnan RH Research Association. It was just what they needed for training programs. *(International Women's Health Association)*

4. Data from Participant Reaction Forms and written reports from *SourceBook* orientation sessions

Participants from the orientation sessions conducted in Nairobi in September 1998 acknowledged that the *SourceBook* was a comprehensive, relevant, timely and useful reference. One participant commented, "PRIME has pioneered flying the integrated reproductive health flag very high." Some participants had initial reservations about being able to use the *SourceBook* but felt that the workshop provided a valuable opportunity to move step-by-step through it, removing fears that had hindered their use and allowing them to feel ". . .at home and assured that it was meant for them."

At CARE's request, PRIME staff facilitated an orientation to the *SourceBook* for CARE program managers and senior advisors during the CARE-MoRR launch workshop in September 1998. Following the workshop, 17 of the 25 participants completed reaction forms asking about the presentation given and the *SourceBook* itself. Respondents had the choice of rating their answers on a 5-point scale, from "Strongly Agree" to "Strongly Disagree". Responses to 2 statements specifically referring to the *SourceBook*, "The *SourceBook* provides a resource that is directly related to the work I do or am going to do" and "I plan to use the *SourceBook* or recommend it to colleagues" consistently inclined toward the "Strongly Agree" and "Agree" extremes of the scale (13 and 15 of 17 responses, respectively), demonstrating a very positive reaction to the document (for an example of responses to a statement see Graph 2).

Graph 2
Ratings to a statement "I plan to use the SourceBook or recommed it
to colleagues" Presentation at CARE - September 1998
(Cumulative responses)
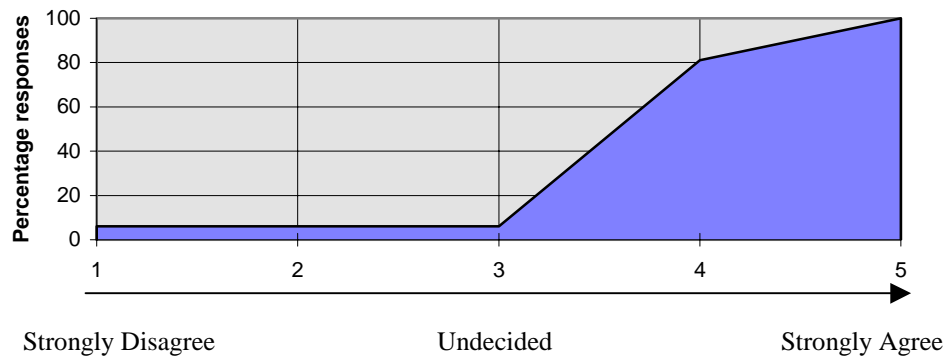
A summary of comments from the CARE evaluation form is included below:
- the workshop (especially the hands-on activities) was helpful in understanding the layout of the *SourceBook*; modules need to be read and digested
- really need a training session to be able to use it; several participants felt they needed additional technical assistance/training before they could use it (note: as a result of changes in the way field projects are conducted, many of the participants are now being called upon to do training of trainers and curriculum development although they don't have experience in this area)
- several participants identified the skills section as being very useful as an assessment tool in a variety of situations

5. Data from "Interview Questions for SourceBook Users (D3 Project)" instrument

The majority of the Indonesia midwife educators indicated that the *SourceBook* was clear, easily understood and the specific components had clearly stated objectives. All of them had recommended it to other potential users (curriculum coordinators, faculty, clinical site coordinators, providers). Eight midwives mentioned that other resource books only teach about concepts, while the *SourceBook* has clear steps of clinical skills and the evaluation tools. Some midwives said that the book was more complete since it had both knowledge and skill assessment, and the content was more up to date and detailed. Additionally, it was more useful for clinical teaching, and the checklist format was easier to understand than references used in the past. Selected comments:
- I have never had such a complete book for developing curriculum before. I really need this *SourceBook* and we also need other updated materials for teaching references.
- This *SourceBook* helps us a lot. We do not have to make ourselves the detailed checklist. The checklists are already available in the book; it saves our time.

Objective 3: To determine the amount and type of technical assistance required to adapt the *SourceBook* content for local use.

The general consensus from the data collected indicates that the primary intended users of the *SourceBook*—experienced trainers, faculty and curriculum developers—required little to no technical assistance in using and adapting the *SourceBook* content. However, the less experienced trainers, and program managers and supervisors who had no experience in curriculum development, needed some orientation to the organization and contents of the *SourceBook* and how they could use it.

Objective 4: To identify recommended revisions/expansions to the *SourceBook*.

Respondents, interviewees and focus group participants made the following recommendations, in order of frequency. (Only recommendations received more than once are listed. The most frequent recommendations are listed first.)

- disseminate it more widely; make it more readily available

- summarize user's guide info or develop a clearer step-by-step guideline (mini user's guide) and other audio-visual materials to help familiarize new *SourceBook* users

- make it available electronically, on diskette or CD-ROM, preferably in Microsoft Word, to facilitate searching for topics and adaptation of the tools

- prepare and disseminate translations: French and Spanish, especially. (Bengali, Hindi were also suggested.)

- provide clearer instructions on how to score the skills assessment tools

- update trainers in curriculum development so that they can make better use of the *SourceBook*

- continuously update the material

- include an index in the back of each module

- the "map" illustration is not clear; fieldtest it more extensively or replace/pretest a different graphic to demonstrate how the *SourceBook* is organised

- the covers for the modules are too similar; the highlighted module number and title is not readily seen; consider different colors or some other way to more obviously distinguish each module's cover

Objective 5: To determine results/effects of *SourceBook* use.

A comprehensive follow-up of results/effects of *SourceBook* use was not possible due to financial constraints. However, the following results-oriented information was collected from in-depth interviews, comments included on surveys and participant reaction forms and from reviewing selected curricula and other documents.

Specific comments:

   Services had focused on FP. The *SourceBook* helped us to add new services, in response to Cairo and our own strategy for service expansion plus request from GOK *(Government of Kenya)* to address STD and expectation to be more sustainable and generate income. *(Family Planning Association of Kenya)*

Integration of services is now done, something that did not exist before. People do not come on certain days for some treatment, everything is done for them on same day. Thanks for opening our eyes because the good that we do, is for the good of our community. *SourceBook* is my guide I always refer to them when I have a problem. We use them to conduct workshop. *(clinic supervisor trainer, South Africa)*

The *SourceBook* is advantageous because it is more comprehensive and learner intended. Counseling services on HIV/AIDS improved with providers feeling more confident. *(clinic supervisor trainer, South Africa)*

After using values clarification section in the family planning module, now service providers are offering family planning service. They were reluctant to before and were afraid of myths and rumors. Trainer used the *SourceBook* to facilitate 5 day family planning course with one week practicals. Learners understood information and it is implemented the training—in line with protocols. *(clinic supervisor trainers, South Africa, focus group discussion)*

The *SourceBook* helped us to expand services and improve quality because we used it as a resource in training new service providers who had not had prior training. *(Family Planning Unit, Ministry of Health, Tanzania)*

The *SourceBook* helped us to expand and improve quality of services provided by primary care physicians and build capacity to improve training of primary care physicians. *(UMATI and Family Planning Unit, Ministry of Health, Tanzania)*

Other results extrapolated from the data and document reviews:

- Improved user convenience. Many users commented on the usefulness of having all the modules because they complemented each other and because together they covered all the main topics in reproductive health. Others commented that each module contained all of the essential building blocks of a curriculum: job tasks, a content outline, sample knowledge assessment questions and skills assessment tools, and references to other key resources.

- The curricula that were developed using the *SourceBook* as a reference were competency-based and/or performance-based. All of the curricula examined (see Appendix C) contained 2 or more of the following: post-training jobs/tasks, skills checklists, skills practice activities, planning for skills application on the job, pre/post assessment and plans for follow-up of skills application.

- All of the materials examined that were developed using the *SourceBook* as a reference contained client-centered, integrated RH content (see Appendix C).

Discussion and Conclusions

The *SourceBook* is widely being used as intended by its target users in Africa, Asia, Near East and by other Cooperating Agencies and international organizations. Its use is limited in Latin America/Caribbean and Francophone West Africa due to unavailability of Spanish and French language editions, although some multi-lingual consultants have used the English edition in these regions.

The *SourceBook* has been and is continuing to be used primarily as a reference for developing or revising in-service curricula and performance assessment/supervisory tools. There have been a few applications of the *SourceBook* in pre-service training curriculum revision, including fieldtesting of Module 4 as a resource for revising the Diploma III midwifery curriculum in Indonesia. By far the most useful component of the *SourceBook* is the skills assessment tools. These tools were used with little modification or were adapted. They were used as models for developing new tools for different skills. The new or adapted tools were used to guide skills training, skills assessment, and follow-up of skills application on the job.

The overall above-average ratings and comments collected through this follow-up indicated that the primary intended users –experienced FP/RH trainers, instructors and curriculum developers—are finding the *SourceBook* comprehensive, up-to-date, easy to use, appropriate and applicable to their work. The less experienced trainers and curriculum developers—especially those who are not experienced in using references— as well as program managers and supervisors who have little experience in curriculum development or training, require some help in getting oriented to the contents and organization of the *SourceBook* and to how they can use it. Both groups would benefit from a concise quick-use guide that gives an overview of the *SourceBook* and summarizes how to use it step-by-step.

There is some disagreement about the usefulness of the "map" graphic to explain the organization of the *SourceBook*. Some users found it very helpful in explaining task analysis. Others were confused by the term "map", because this term is generally used to refer to geographic maps. This graphic requires further pretesting for continued use, and possibly should be redesigned or replaced.

Use of Data

PRIME used the information received through interviews, surveys and observation and took the following steps during 1998:

PRIME carried out several introductory sessions or orientation seminars for staff, other CAs and in-country organizations and developed a package of seminar support materials, including a factsheet, orientation workshop agenda, small group activities, a one-page how-to-use the *SourceBook* guide, a presentation (containing 34 overhead transparencies, suggested speaker notes and participant handouts), flipcharts, and a participant reaction

form. These materials were also produced in Spanish and French and copies in the relevant languages were provided to each of the PRIME regional offices. See Appendix D: *SourceBook* Promotion Strategy for complete list of activities.

PRIME accelerated translation and production of French and Spanish versions of the *SourceBook* in 1998, but funds were not available to print and distribute them in 1999. A limited number of photocopied French and Spanish sets were distributed to PRIME regional offices in Togo and Dominican Republic for their use.

PRIME drafted a mini-user's guide for the *SourceBook*, but funds were not available for pretesting, printing and distribution in 1999.

Electronic files in Microsoft Word 95 of the English version of the *SourceBook* were created, but funds were not available for distribution in 1999. Copies were given to the PRIME regional offices to facilitate their use and adaptation of the *SourceBook* modules and tools.

Recommendations

Based on the information collected from a variety of sources and methods, the following recommendations are offered:

1. Finish production and dissemination of the following:
   - French and Spanish versions of the User's Guide and 6 modules
   - mini-user's guide to the *SourceBook*
   - electronic files of the *SourceBook*

2. If use and dissemination of the *SourceBook* is continued, consider the following revisions:
   - update content
   - revise "map" graphic
   - revise cover design if there is funding to use more than 2 colors
   - re-assess whether planned modules 7 and 8 are needed and whether modules on other topics are more of a priority
   - provide more directions on scoring the skills assessment tools

Appendices

Interview Questions for PRIME SourceBook Users
Reproductive Health Training: A SourceBook for Curriculum Development

Instructions to interviewers:
The following questions are designed to use as a guide to structure your conversations with users of the PRIME SourceBook. The questions are designed give you an idea of the type of information that we would like to collect from users. Please rephrase them so that they reflect your normal conversational style. Ask questions in whatever order makes sense given your evolving conversation with the user. It's not necessary to ask every question if it's obvious from information provided during the course of the conversation that the question is not applicable. Let the interviewee's interests/issues guide the conversation. At the beginning of the conversation ask general/broad open-ended questions and follow-up their comments with more targeted questions as necessary. Have a copy of the SourceBook available for the user to examine during the interview. Take notes during the interview and "transcribe" them as soon as you can so that you can supply accurate details. Thanks.

Objectives of the interview:
- *to identify uses/users, to collect copies of adaptations;*
- *to collect user impressions regarding the readability, usability/adaptability and applicability of the SourceBook;*
- *to determine amount and type of technical assistance required to use/adapt the SourceBook content for local use; and*
- *to report/recommend revisions and expansions*

Date of Interview: _____ Interviewee's Name: _____

Interviewee's Job Title/Affiliation: _____

Interviewee's Contact information (address): _____

_____

Interview conducted by: _____

In person ___ location: _____ **Via phone** ___ phone #: _____

Interviewee's Background *brief description including degrees, certification, experience:*

_____

How and when did the interviewee acquire the *SourceBook*? _____

_____

Please describe how you have used the *SourceBook*?
- Describe in some detail the setting and the objectives of the activity/project in which you used the *SourceBook*. Which parts of the *SourceBook* did you use? What applications/purposes has the *SourceBook* contributed to directly? If used in curriculum development...
  - what topics/skills were covered?
  - which modules did you use?
  - what level of health worker?
  - pre-service or in-service setting?

      –   new curriculum or revised/expanded curriculum?

      –   may we have a copy of the material that you created?

- If you did not use the *SourceBook* why didn't you? (e.g., no opportunity, inappropriate in your situation, don't like it, etc.)

- Describe the components of the modules (i.e., job, major tasks, assessment questions, assessment tools) that you found most useful and describe how these components are being used. (with revision? minimal revision? no revision?) Can any components be made more useful? How? Are the major components of the modules evident, easily-understood and easy to find? Do the modules clearly state the objectives of the specific components?

- Did you procure and use any of the key resources suggested in the modules? Did you find the inclusion of this information helpful? How could this information be made more useful?

- If you used the User's Guide, please describe how you used it.
  What parts of it did you -- read? -- find most useful? Does the User's Guide clearly state the overall objectives of the *SourceBook,* the intended users (and secondary users) and special instructions for use?

- In your experience, what type of technical assistance is required to use the *SourceBook*? Did you receive any technical assistance from PRIME staff or others? To what extent could you use the *SourceBook* without technical assistance?

Do you have any future plans to use the *SourceBook*?

- Would you or have you, recommended the *SourceBook* to colleagues? If so, who? Do you know if they are using it? Do you have any plans to use it on another project? Please describe.

- How does the *SourceBook* compare with other resource and curriculum materials that you have you have used in the past? What other materials have you relied upon?

- If the *SourceBook* were available to you as a computer file (Microsoft Word), would you be able to use it? Please describe how you would use it.

Did you encounter any obstacles or barriers in your use of the *SourceBook*?

- Is the content of the *SourceBook* suitable to the actual settings, conditions, cultural context in your situation? Describe aspects that were particularly well-suited or ill-suited for your situation.

- Are there (environmental) barriers to *SourceBook* use? If so, what are they? (i.e., can't get outside references/key resources, lack of supplies, lack of infrastructure, etc.)

What did you think about the organization and design of the *SourceBook*?

- Consider the organization of the *SourceBook* contents and describe whether it facilitated or hindered your use. Did you find the content of the *SourceBook* to be well-organized? -- sequenced logically? Of particular concern: placement of knowledge content outline, skill practice within content outline and separately, appendices, etc. Did you get lost (i.e., following/locating references in other modules and key resources)? Please explain.

- Describe how/whether the visuals (ie, tables, diagrams) contributed to your understanding the content. We're especially interested in the "map" illustration. Was it clear to you? Did it help you to understand how the *SourceBook* is designed and intended to be used? Was the term "map" confusing? Can you think of a better word? Is it acceptable/suitable within your cultural context to "visualize" the organization of information in this manner? What, if anything, would you change to make the "map" idea clearer?

- Is the text legible, clear and easy-to-read? Please explain.

- Is the length (of the *SourceBook,* of each module) appropriate for the objectives (tasks)? Please explain.

- Is the information/language at the proper difficulty/reading level? Please explain. (i.e., technical information regarding the concepts of performance-based training and integrated reproductive health; other technical and clinical vocabulary)

- Are there any parts of the *SourceBook* that are not necessary? Please explain.

- Are there any topics or content that you would like to see added? Please explain.

- Is the binding or packaging appropriate and adequate for intended use and storage conditions?

Has use of the *SourceBook* initiated any other changes?

- What specific changes, if any, have you observed at the work site that are a result of using the *SourceBook*? (i.e., Have job descriptions been rewritten? -- new protocols developed? Is RH content more integrated? Is training more client-centered? -- performance-based (as evidenced by use of skills assessment tools, skills application planning, pre/post-assessment and follow-up of skills application)?

- If used as a resource to develop any other type of document. . .
    – what type (protocols, procedures, supervisory tools, etc.)?
    – who are/were the intended users?
    – what are/were the intended uses?

Is there anything else that you'd like to share/comment on regarding the *SourceBook*?

- In the course of using the *SourceBook* did you note any content errors that need to be corrected/updates?

- If you can summarize your overall impression of the *SourceBook* as a curriculum development resource on a scale that includes, excellent - good - fair - poor, how would you rate it?

Thank you very much!

Return completed forms and copies of materials developed to:
Cathy Murphy
INTRAH/PRIME
1700 Airport Road
Chapel Hill, NC 27514

Appendix A-2

PRIME *SourceBook* - We Used It!

Tell us your *SourceBook Story* by filling in the blanks, checking the appropriate boxes and circling the adjectives that most accurately reflect your use of the *SourceBook*.

Setting (country): _____

What project: _____

Contact person(s): _____

When $^{month(s)/}_{year(s)}$: _____ Date this form completed: _____

Copy of material(s) developed: attached   ☐ will follow _____
date expected

Activity time line:	
Completed	☐
In progress	☐
Planned	☐

For what curriculum-related purpose did/will you use the *SourceBook*:

to create a new curriculum _____ , or strengthen an existing curriculum _____ ;

to make it more integrated _____ and/or performance-based _____ .

If your purpose was not curriculum development or modification, how did/will you use it?

to evaluate skills training _____

to develop supervisory/management tools _____

to develop clinic guidelines and procedures _____

to develop job aids for providers _____

to develop trainee handouts for self study _____

other: _____

What *SourceBook* topics did/will your intervention include *(circle topics you used/will use)*:

counseling   client/group education   family planning   ECPs   maternal health

newborn health   preconceptional care   postabortion care   adolescent care

perimenopausal care   selected gynecological problems   RTIs/STIs/HIV   infertility

breast and cervical cancer   FGM   domestic violence   performance-based training

other:_____

The following people actually used/ will use the *SourceBook* *(circle all that apply)*:

trainers   faculty members   curriculum developers

researchers   supervisors/managers   policy makers

other:_____

Rate how usable the *SourceBook* was for this intervention:

very easy to use   reasonably user-friendly   difficult to use
required no TA   required acceptable amount of TA   required lots of TA

The following cadres of providers benefitted/will benefit from inservice __ or preservice__ materials that were developed using the *SourceBook* as a reference tool *(circle all that apply)*:

OB/GYNs   medical officers   primary care physicians   nurses

public health nurses   nurse midwives   midwives   birth attendants

community health workers   other:
_____

Use back of form if needed to complete the following questions.

Do you anticipate that there may be some expansion of existing services ___ and/or an improvement in the quality of existing service ___ as a result of an intervention that used the *SourceBook*? Explain *(support with anecdotal or other evidence).*

In the context of this intervention, what feature/component/aspect of the *SourceBook* was the most remarkable/notable/useful/important? *(ie, specific skills tool, a section of User's Guide)*

Based on this experience, what do you think needs improving about the *SourceBook*?

Appendix A-3

Dear Colleague,

INTRAH and our Partners are entering the last year of the PRIME Project, and we would like to hear from you about some of the publications and technical materials developed by the project during the past 4 years. We will use your feedback to make recommendations to USAID for a project that will follow PRIME.

For each of the publications listed on the survey, please tell us whether you received it, how useful and relevant it is to your work, and how you used or plan to use it. If you have not received some of the publications and wish to, check the box on the survey, provide your address on the last page, and we will send you a copy. Some of the Spanish and French editions are still in progress and can be sent to you as soon as they are completed.

Please send this completed survey to the INTRAH/PRIME Regional Office in your region or fax it directly to me at the fax number below. We need to receive your survey by **December 3, 1998** in order to include your feedback and suggestions in our recommendations.

Thank you. We are grateful for your feedback.
Catherine Murphy
Senior Instructional Designer
INTRAH/PRIME

Return completed survey by December 3, 1998 to:

_____

_____

or to:

Catherine Murphy
INTRAH/PRIME
Chapel Hill, NC, USA
fax: 919-962-7178

PRIME Publications Survey

List of Free Materials in Reproductive Health, 7th edition, 1996.

❏ I did not receive. ❏ Please send to my address at the end of this survey.
❏ I received a copy.

Usefulness/relevancy to my work: NOT   VERY
(please circle)   useful/relevant   useful/relevant   useful/relevant

NOT useful/relevant		useful/relevant		VERY useful/relevant
1	2	3	4	5

Please
explain:_____

Please describe how you used or plan to use the publication *(check as many as apply):*
❏ to update myself   ❏ to share with colleagues for their update/information
❏ as a resource for training   ❏ as a reference for curriculum development
❏ to expand our resource collection   ❏ to distribute to trainees (approximate no. distributed ___)
❏ other *(please describe):* _____

The Menstrual Cycle and its Relation to Contraceptive Methods, 1997.

❏ I did not receive. ❏ Please send to my address at the end of this survey.
❏ I received a copy.

Usefulness/relevancy to my work: NOT   VERY
(please circle)   useful/relevant   useful/relevant   useful/relevant

NOT useful/relevant		useful/relevant		VERY useful/relevant
1	2	3	4	5

Please
explain:_____

Please describe how you used or plan to use the publication *(check as many as apply):*
❏ to update myself   ❏ to share with colleagues for their update/information
❏ as a resource for training   ❏ as a reference for curriculum development
❏ to expand our resource collection   ❏ to distribute to trainees (approximate no. distributed ___)
❏ other *(please describe):* _____

Reproductive Health for Primary Providers: A SourceBook for Curriculum Development: Users' Guide and Modules 1 - 6, 1997.

❏ I did not receive. ❏ Please send to my address at the end of this survey.
❏ I received a set.

Usefulness/relevancy to my work: NOT   VERY
(please circle)   useful/relevant   useful/relevant   useful/relevant
                                                   1   2   3   4   5

    Please
    explain:_____

Please describe how you used or plan to use the publication *(check as many as apply):*
❏ to update myself   ❏ to share with colleagues for their update/information
❏ as a resource for training   ❏ as a reference for curriculum development
❏ to expand our resource collection   ❏ to distribute to trainees (approximate no. distributed ___)
❏ other *(please describe):* _____

Infection Prevention in the MCH/FP Clinic and
Progestin-only Injectibles,
1996, two updated chapters from INTRAH's *Guidelines for Clinical Procedures in Family Planning.*

❏ I did not receive. ❏ Please send to my address at the end of this survey.
❏ I received copies.

Usefulness/relevancy to my work: NOT   VERY
(please circle)   useful/relevant   useful/relevant   useful/relevant
                                                   1   2   3   4   5

    Please
    explain:_____

Please describe how you used or plan to use the publication *(check as many as apply):*
❏ to update myself   ❏ to share with colleagues for their update/information
❏ as a resource for training   ❏ as a reference for curriculum development
❏ to expand our resource collection   ❏ to distribute to trainees (approximate no. distributed ___)
❏ other *(please describe):* _____

Please answer the questions in relation to the following publications as a group:

INTRAH Technical Information Memos
    a. Cervical Cancer Prevention
    b. Diagnostic Approach to Performance and Potential (DAPP)

PRIME Perspectives
    c. Obstetric First Aid in the Community: Partners in Safe Motherhood
    d. The Performance Technology Approach to Performance Improvement
    e. PRIME's Performance Improvement Initiative Underway in Burkina Faso

❑ I did not receive copies of some of the above. ❑ Please send circled items to my address.
❑ I received copies.

Usefulness/relevancy to my work:	NOT				VERY
(please circle)	useful/relevant		useful/relevant		useful/relevant
	1	2	3	4	5

Please explain:_____

Please describe how you used or plan to use the publications *(check as many as apply):*
❑ to update myself   ❑ to share with colleagues for their update/information
❑ as a resource for training   ❑ as a reference for curriculum development
❑ to expand our resource collection   ❑ to distribute to trainees (approximate no. distributed ___)
❑ other *(please describe):* _____

Vol. II, Recommendations for Updating Selected Practices in Contraceptive Use, 1997.

❑ I did not receive. ❑ Please send to my address at the end of this survey.
❑ I received a copy.

Usefulness/relevancy to my work:	NOT				VERY
(please circle)	useful/relevant		useful/relevant		useful/relevant
	1	2	3	4	5

Please explain:_____

Please describe how you used or plan to use the publication *(check as many as apply):*
❑ to update myself   ❑ to share with colleagues for their update/information
❑ as a resource for training   ❑ as a reference for curriculum development
❑ to expand our resource collection   ❑ to distribute to trainees (approximate no. distributed ___)
❑ other *(please describe):* _____

The following publications were produced and distributed with support from the PRIME Project. Please tell us whether you received them, and if so, how useful they were.

Winkler J, Leonard AH: Family Planning Following Postabortion Treatment (wallchart). *Advances in Abortion Care* 1997;6(2):1.

❏ received ❏ did not receive ❏ Please send to my address at the end of this survey.

Usefulness/relevancy   NOT   VERY
to my work: *(please circle)*   useful/relevant   useful/relevant   useful/relevant
                                      1   2   3   4   5

Please explain:_____

Postabortion Care Services: An Update from PRIME. *Resources for Women's Health* March 1998;1(2):1-12.

❏ received ❏ did not receive ❏ Please send to my address at the end of this survey.

Usefulness/relevancy   NOT   VERY
to my work: *(please circle)*   useful/relevant   useful/relevant   useful/relevant
                                      1   2   3   4   5

Please explain:_____

Preventing Cervical Cancer in Low-Resource Settings. *OUTLOOK* May 1998;16(1):1-8.

❏ received ❏ did not receive ❏ Please send to my address at the end of this survey.

Usefulness/relevancy   NOT   VERY
to my work: *(please circle)*   useful/relevant   useful/relevant   useful/relevant
                                      1   2   3   4   5

Please explain:_____

Safe Motherhood: Successes and Challenges. *OUTLOOK* July 1998;16(special issue):1-8.

❏ received ❏ did not receive ❏ Please send to my address at the end of this survey.

Usefulness/relevancy   NOT   VERY
to my work: *(please circle)*   useful/relevant   useful/relevant   useful/relevant
                                      1   2   3   4   5

Please explain:_____

Please send publications to me in: ❏ English   ❏ French   ❏ Spanish
My name and address:

_____
_____
_____

Appendix A-4

PRIME **Publications Survey**

Our records indicate that you have received at least one PRIME publication. We will place you in a drawing for FREE PRIME publications in exchange for completing this short survey and returning it to the address on the back. If you prefer, you may complete the survey online at: http://www.intrah.org/pubs.html. Completing this survey should take you 10 minutes or less. We need your valuable comments by June 1, 1999. Thank you!

1. Which of the following do you do as a regular part of your job? *(check all that apply)*
  __ training/instruction   __ information/education/communication
  __ curriculum/materials development   __ counseling
  __ program/training management   __ family planning/reproductive health service provision
  __ evaluation/research   __ supervision
  __ resource collection management   __ other *(please specify):* _____
  __ materials distribution   _____

List of Free Materials in Reproductive Health
(1996, 7th ed)

2. Receipt of the publication *(check one only)*
  __ I did not receive it.
  __ I received it but had no chance to use it.
  __ I received it and used it.

3. If you used it, how useful/relevant to your work was the 1996, 7th ed. of the *List of Free Materials*? *(please circle)*

Print version:

NOT useful/ relevant		useful/ relevant		VERY useful relevant
1	2	3	4	5

Online database:

NOT useful/ relevant	useful/ relevant	VERY useful relevant		Don't know
1	2	3	4	5	6

Please explain your rating choices:

4. How have you used <u>any</u> edition of the *List of Free Materials*? *(check all that apply)*
  __ to update myself about FP/RH
  __ for curriculum development
  __ as a resource for training
  __ to distribute to trainees
      (approximate number distributed ___)
  __ to expand our library
  __ to share with colleagues
  __ other *(please describe):* _____
           _____

5. How can we improve the usefulness of the *List of Free Materials in Reproductive Health*?

The Menstrual Cycle and its Relation to Contraceptive Methods (1997)

6. Receipt of the publication *(check one only)*
  __ I did not receive it.
  __ I received it but had no chance to use it.
  __ I received it and used it.

7. If you used it, how useful/relevant to your work was *The Menstrual Cycle* publication? *(please circle)*

NOT useful/ relevant		useful/ relevant		VERY useful relevant
1	2	3	4	5

Please explain your rating choice:

8. How have you used *The Menstrual Cycle* publication? *(check all that apply)*
  __ to update myself about FP/RH
  __ for curriculum development
  __ as a resource for training
  __ to distribute to trainees
      (approximate number distributed ___)
  __ to expand our library
  __ to share with colleagues
  __ other *(please describe):* _____
           _____

9. How can we improve the usefulness of *The Menstrual Cycle* publication?

Reproductive Health for Primary Providers:	***Additional comments***

A SourceBook for Curriculum Development (1997)

10. Receipt of the SourceBook (User's Guide and Modules 1 - 6, 1997) (check one only)
__ I did not receive it.
__ I received it but had no chance to use it.
__ I received it and used it.

11. If you used it, how useful/relevant to your work was Reproductive Health for Primary Providers: A SourceBook for Curriculum Development? (please circle)

NOT useful/ relevant		useful/ relevant		VERY useful relevant
1	2	3	4	5

Please explain your rating choice:

12. How have you used the SourceBook? (check all that apply)
__ to update myself about FP/RH
__ for curriculum development
__ as a resource for training
__ to distribute to trainees
      (approximate number distributed ___)
__ to expand our library
__ to share with colleagues
__ other (please describe):

13. How can we improve the usefulness of Reproductive Health for Primary Providers: A SourceBook for Curriculum Development?

14. What comments do you have about the usefulness, relevancy, needed improvements, or how you have used **any** of the specific publications listed in the enclosed PRIME Publications Catalog?

15. What other general comments do you have about PRIME publications?

16. What topics would you like to see covered in future PRIME materials? *(check all that apply)*

__ Client-provider interaction: difficult issues
__ Adolescent reproductive health
__ Prevention of STIs/RTIs & HIV/AIDS
__ Family planning method updates
__ Skill building for quality of care
__ FP/RH care for men
__ FP/RH care for midlife women
__ Postabortion care for primary providers
__ Gender and empowerment issues in FP/RH
__ Performance improvement process
__ Use of innovative learning approaches
__ other *(please specify):*

1) **Do you have additional feedback, or information about how you have used PRIME publications, that you would be willing to share with us by phone or email?   ____ yes   ____ no**

2) **Do you want to remain on our mailing list? ____ yes ____ no**

3) **Be sure to include the following information to remain on our mailing list and to be placed in the drawing for a free PRIME publication:**

Name:_____

Address: _____

_____

_____

tel: _____

email: _____

Please return this survey in the enclosed envelope or to the address/fax below by June 1, 1999:

Publications Program
INTRAH/PRIME Project
1700 Airport Rd., CB# 8100
Chapel Hill, NC 27514 USA
fax: 919-962-7178

THANK YOU FOR YOUR FEEDBACK!

Activity title: *PRIME SourceBook Workshop for CARE*
Date/Location of Activity: *September 3, 1998 - Atlanta*

Participant Reaction Form

Please help us collect information about the quality of this workshop so that PRIME can continue to make improvements to the materials and the design of the activities. For each set of statements below, please check the response that best describes your feelings or reactions about this aspect of the workshop. We also invite your more detailed comments about how we can make improvements. We would appreciate it if you would provide your name and contact information so that we may reach you in the future to inquire about your field experiences with the PRIME SourceBook.

1.   The objectives of the presentation and related group activities were clear.

Strongly   Agree   Undecided   Disagree   Strongly
Agree   Disagree

Please explain: _____
_____
_____
_____

2.   The approach/organization of the contents of the presentation helped me understand the purpose of the SourceBook and how it is intended to be used.

Strongly   Agree   Undecided   Disagree   Strongly
Agree   Disagree

Please explain: _____
_____
_____
_____

3.   The group exercises provided a meaningful opportunity to use the SourceBook and apply the ideas introduced in the presentation.

Strongly   Agree   Undecided   Disagree   Strongly
Agree   Disagree

Please explain: _____
_____
_____
_____

4.   The scenarios used in the presentation and group exercises are similar to my real work problems.

Strongly   Agree   Undecided   Disagree   Strongly
Agree   Disagree

Please explain: _____
_____
_____

5. Both the amount of content covered and the length of the presentation/activities were about right.

Strongly   Agree   Undecided   Disagree   Strongly
Agree   Disagree

Please explain: _____
_____
_____
_____

6. The SourceBook provides a resource that is directly related to the work I do or am going to do.

Strongly   Agree   Undecided   Disagree   Strongly
Agree   Disagree

Please explain: _____
_____
_____
_____

7. I plan to use the SourceBook or recommend it to colleagues.

Strongly   Agree   Undecided   Disagree   Strongly
Agree   Disagree

Please explain: _____
_____
_____
_____

8. Other suggestions I have that may help improve this workshop.   – the SourceBook.

_____
_____
_____
_____
_____
_____
_____
_____

Please print you name and contact information.

Name: _____ Title: _____

Organization: _____ Email: _____

Shipping Address:_____

    _____

Phone:_____ Fax: _____

Appendix A-6

INTERVIEW QUESTIONS FOR
SOURCE BOOK USERS (D3 PROJECT)

Midwife code   ☐ ☐ ☐ ☐
Name of midwife   : _____
Date of interview   : ☐ ☐ ☐ ☐

1. What part of the SourceBook have you used?
☐ Trainee's Job
☐ Major tasks of the trainee's job
☐ Knowledge and skills
☐ Knowledge Assessment questions
☐ Skills Assessment Tools:

     ☐ Conducting an initial antepartum visit
     ☐ Conducting an antepartum follow-up visit ($\geq$ 36 weeks)
     ☐ Conducting a 1 to 72 hours postpartum visit (mother)
     ☐ Conducting a 1 to 72 hours postpartum visit (baby)
     ☐ Conducting a 4 to 6 weeks postpartum visit (mother)
     ☐ Conducting a 4 to 6 weeks postpartum visit (baby)

2. From the parts you used, which did you find most useful?

Ranking :
☐ Trainee's Job, reason …………………………………………………………..
☐ Major tasks of the trainee's job, reason ……………………………………
☐ Knowledge and skills, reason …………………………………………………
☐ Knowledge Assessment questions, reason ………..…………………………
☐ Skills Assessment Tools, reason ……………………………………………

     ☐ Conducting an initial antepartum visit
     ☐ Conducting an antepartum follow-up visit ($\geq$ 36 weeks)
     ☐ Conducting a 1 to 72 hours postpartum visit (mother)
     ☐ Conducting a 1 to 72 hours postpartum visit (baby)
     ☐ Conducting a 4 to 6 weeks postpartum visit (mother)
     ☐ Conducting a 4 to 6 weeks postpartum visit (mother)

3. Describe how you used these components, or for what purpose did you use then?

…………………………………………………………………………………………..
…………………………………………………………………………………………..
…………………………………………………………………………………………..

4.   Could you use these components as they are written, or did you revise them?

…………………………………………………………………………..

…………………………………………………………………………..

5a. Can any components be made more useful?

Yes ☐   No ☐

5b. How?

……………………………………………………………………………

6.   Are the major components of the modules evident, easily understood and easy to find?

Yes ☐   No ☐

7.   Do the modules clearly state the objectives of the specific components?

Yes ☐   No ☐

8.   Do you think technical assistance is required to use the SourceBook? Could you use/understand the SourceBook alone?

Yes, reason: ………………………………………………………………….

No, reason: …………………………………………………………………...

Do you have any other future plans to use the SourceBook?

9.   Would you or have you, recommended the SourceBook to your colleagues?

Yes ☐   No ☐

9b. If so, who: ……………………………………………………………..

9c. Do you know if they are using it?

Yes ☐   No ☐

9d. Do you plan to use it on another project? If so, please describe…………………………………………………………

……………………………………………………………………………

10a. Have you had any experience in developing curriculum in the past?

10b. Have you used other kinds of reference for curriculum development in the past?

……………………………………………………………………………

……………………………………………………………………………

Appendix A-6

10c. If yes, what did you use (name of the book or other materials)

…………………………………………………………………………………………

…………………………………………………………………………………………

10d. How does the *SourceBook* compare with other resource materials for curriculum development that you have used in the past?

11a. Do you have access to computer?

Yes ☐   No ☐

11b. Can you operate a computer?

Yes ☐   No ☐

11c. Where is the computer located? ☐ at the office   ☐ at home

11d. If the SourceBook were available to you as a computer file (Microsoft

Word), would you be able to use it?

☐ Yes   ☐ No

11e. Please describe how would you use it?

…………………………………………………………………………………………

…………………………………………………………………………………………

Did you encounter any obstacles or barriers in your use of the *SourceBook*?

12.   Are there any barriers to *SourceBook* use? If yes, what are they?

…………………………………………………………………………………………

....………………………

What did you think about the organization and design of the *SourceBook*?

13. Did the overall organization of the *SourceBook* contents facilitate or hinder your use?

………………………………………………………………………………….

14. Did you find the content of the *SourceBook* to be well-organized?

☐ Yes   ☐ No

15. Did you find the content of the *SourceBook* to be sequenced logically?

☐ Yes   ☐ No

16. Did you get lost (i.e. following/locating references in other modules and key

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resources)? Please explain:……………………………………………….

Has use of the *SourceBook* initiated any other changes?

17. If used as a resource to develop any other type of document?

-        What type (protocols, procedures, supervisory tools, etc)?
 _____
-        Who are/were the intended users?
 _____
-        What are/were the intended uses?
 _____

18. What is your overall impression of the ***SourceBook*** as curriculum development resource on this scale?

      - Excellent   - Good   - Fair   -Poor

19. Is there anything else that you'd like to comment on regarding the *SourceBook*? For example:………………………………………….......………
....

Appendix B: PRIME SourceBook Uses

COUNTRY/ USER	SOURCEBOOK USES					SOURCEBOOK MODULES USED							CADRES					SECTORS		
	Curriculum devel/revision- PST	Curriculum devel/revision- IST	performance evaluation/ supervisory tools	Procedure Guidelines & Job aids	Develop Training/ self-study materials	User's Guide	1: Counseling Clients	2: Educating Clients/Groups	3: Family Planning	4: Maternal & Newborn Care	5: Postabortion Care	6: Selected RH Services	MDs/ Med Officers	Nurses/MWives/ PH Nurses	Paramedicals	Community level workers	Other	Public	Private/NGO	Private/ For profit
Africa: E&S																				
Eritrea: BASICS/MOH		X				X	X	X						X	X			X		
Kenya: FPAK/PRIME		X	X	X		X	X	X	X	X	X	X	X	X		X			X	
Kenya: Nairobi City Council		X	X		X	X	X	X	X	X		X		X		X		X		
Kenya: Med Trg Ctrs		X				X	X	X	X		X	X	X	X				X		
Kenya: Pathfinder*		X					X				X									
Kenya: Aga Khan Well Woman Clinic		X				X	X		X	X		X		X						X
Kenya: Univ. Nairobi Dept. Nursg*	X													X				X		
Kenya: NNAK/NCK/MOH/		X	X				X	X	X		X			X				X		X
South Africa: Dept. of Health/ EQUITY/INTRAH		X					X		X			X		X				X		
Tanzania: FPU, MOH/ PRIME		X	X			X	X	X	X	X	X	X		X		X		X		
Tanzania: PST/FPU, MOH/ PRIME	X		X		X	X	X	X	X			X		X				X		
Tanzania: Health Attendants/MOH/ PRIME		X	X	X	X		X	X	X	X		X				X		X		
Tanzania: FPU, MOH/ UMATI/ PRIME		X					X		X	X	X	X	X					X	X	
Uganda: MOH/DISH/ PRIME		X	X			X	X	X	X	X	X	X	X	X				X		
Uganda: PAC/PRIME		X									X			X				X		
Zimbabwe: ZNFPC*		X									X			X					X	

*Incomplete information or planned activity

Appendix B: PRIME SourceBook Uses

COUNTRY/ USER	SOURCEBOOK USES					SOURCEBOOK MODULES USED							CADRES					SECTORS		
	Curriculum devel/revision-PST	Curriculum devel/revision-IST	Performance evaluation/ supervisory tools	Procedure Guidelines & Job aids	Training/ self-study materials	User's Guide	1: Counseling Clients	2: Educating Clients/Groups	3: Family Planning	4: Maternal & Newborn Care	5: Postabortion Care	6: Selected RH Services	MDs/ Med Officers	Nurses/MWives/ PH Nurses	Paramedicals	Community level workers	Other	Public	Private/NGO	Private/ For profit
Africa: WCN																				
Benin: ABMS/PSI/ PRIME		X			X		X		X								pharm. staff			X
Benin: Network of Health NGOs/PRIME		X	X		X	X	X	X	X	X	X	X	X	X					X	
Ghana: GRMA/PRIME		X	X		X		X	X				X		X						X
Ghana: GRMA/ MotherCare/Ipas			X								X			X						X
Morocco: INAS/ PRIME		X			X				X			X	X	X				X		X
Morocco: JSI/Private Sector*		X							X				X							X
Togo: PSI Private Sector*		X	X						X							X			X	
Togo: REDSO Regional CBD/ PRIME		X	X				X	X	X	X						X		X		
Asia/Near East																				
Bangladesh/NIHP/PRIME		X	X			X	X			X		X			X			X	X	
India: ANM/PRIME		X				X	X		X			X			X			X		
India: TBA/PRIME		X					X		X	X						X			X	X
Indonesia: DIII/PRIME	X									X				X				X		
Yemen: UNFPA/INTRAH*	X	X	X			X	X	X	X	X				X				X		

*Incomplete information or planned activity

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Appendix B: PRIME SourceBook Uses

COUNTRY/ USER	SOURCEBOOK USES					SOURCEBOOK MODULES USED							CADRES					SECTORS		
	Curriculum devel/revision- PST	Curriculum devel/revision- IST	Performance evaluation/ supervisory tools	Procedure Guidelines & Job aids	Training/ self- study materials	User's Guide	1: Counseling Clients	2: Educating Clients/Groups	3: Family Planning	4: Maternal & Newborn Care	5: Postabortion Care	6: Selected RH Services	MDs/ Med Officers	Nurses/MWives/ PH Nurses	Paramedicals	Community level workers	Other	Public	Private/NGO	Private/ For profit
LA/C																				
Dominican Republic: IDSS/PRIME*		X					X		X	X		X	X	X				X		
El Salvador: MOH/ PRIME		X					X	X	X				X	X		X		X		
Paraguay: MOH/PRIME	X						X	X					X	X				X		
Peru: MINSA/MOE/ PRIME*		X					X		X	X		X						X		
Global																				
CPI curriculum modules: PRIME	X	X		X		X	X	X	X			X	X	X	X	X		X	X	X
RH/FP curriculum modules: Pathfinder	X	X	X			X	X	X	X					X				X	X	X

*Incomplete information or planned activity

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Appendix C

Curricula and other materials examined
which used the *SourceBook* as a reference for development[1]

Bangladesh

National Integrated Population and Health Program: *Other Reproductive Health Training Course for Paramedics.* Dhaka, Bangladesh, NIPHP, March 1999.
    Course Director's Guide.
    Participant's Guide.
    Facilitator's Guides: General Module, Maternal Health Module, RTI/STD
      Module.
Trainer's Guides: ORH Course, Maternal Health Clinical Practicum, RTI/STD Clinical Practicum
    Checklists and Learning Guides

Ghana

GRMA and PRIME: *Self-Directed Learning/Client-Provider Interaction Adolescent Reproductive Health Initiative*, Facilitator's Guide and Modules 1-6. Chapel Hill, NC, INTRAH, 1999.

Indonesia

Indonesia Ministry of Health*: Readers for Diploma III Curriculum Units on Antepartum and Intrapartum Care.* Jakarta, Indonesia, Ministry of Health, 1999.

Global materials

Solter C: *Comprehensive Reproductive Health and Family Planning Training Curriculum, Modules 1, 2, 5, 6, 7, 8, 13, 14.* Pathfinder International, Watertown, MA, 1996-1998.

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[1] Other materials were reported to have been developed using the *SourceBook* as a reference. The materials listed in this appendix were the ones available for examination.

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Fieldtesting versions of the *SourceBook* (rather than the finalized version) were used as references for the development of many of the following materials:

Kenya

Family Planning Association of Kenya: *Curriculum on Family Planning and Reproductive Health Clinical Skills Update for Service Providers, Trainer's Materials.* Nairobi, FPAK and INTRAH/PRIME, 1995.

Family Planning Association of Kenya: *Curriculum on Contraceptive Technology Update and Basic Training Skills for Clinical Trainers*, vols. 1-2. Nairobi, FPAK and INTRAH/PRIME, 1995.

Family Planning Association of Kenya: *Reproductive Health Client Management Guidelines.* Nairobi, FPAK and PRIME/INTRAH, June 1997.

Tanzania

Family Planning Unit, Ministry of Health, United Republic of Tanzania: *Integrated R/CH Clinical Skills Curriculum*, vols. I-III. Dar es Salaam, Tanzania, Ministry of Health, January 1998.

Family Planning Unit, Ministry of Health, United Republic of Tanzania: *Basic/Comprehensive Reproductive Health Clinical Skills Curriculum*, vol. 5. Dar es Salaam, Tanzania, Ministry of Health, November 1997.

Family Planning Unit, Ministry of Health, United Republic of Tanzania: *Curriculum on Selected Reproductive Health and Child Health Services for Health Attendants with Session Plans*. Dar es Salaam, Tanzania, Ministry of Health, June 1997.

Family Planning Unit, Ministry of Health, United Republic of Tanzania: *Performance Evaluation Skills Training Curriculum Clinical Trainers' and Supervisors' Handbook*, vols. 1-4. Dar es Salaam, Tanzania, Ministry of Health, May 1997.

Family Planning Unit, Ministry of Health, United Republic of Tanzania: *Reproductive Health Handbook for Health Attendants.* Dar es Salaam, Tanzania, Ministry of Health, April 1997.

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Family Planning Unit, Ministry of Health, United Republic of Tanzania: *Update and Preceptorship Skills Training Curriculum*. Dar es Salaam, Tanzania, Ministry of Health, January 1997.

Family Planning Unit, Ministry of Health, United Republic of Tanzania: *Curriculum on Orientation to Health Attendants Activity for Clinical Officers and Assistant Clinic Officers*. Dar es Salaam, Tanzania, Ministry of Health, January 1997.

Family Planning Unit, Ministry of Health, United Republic of Tanzania: *Reproductive Health and Training Skills Update Curriculum for PST Tutors*. Dar es Salaam, Tanzania, Ministry of Health, July 1996.

Family Planning Unit, Ministry of Health, United Republic of Tanzania: *Contraceptive Technology and Training Skills Update Curriculum, Vol. 1, Trainer's Materials*. Dar es Salaam, Tanzania, Ministry of Health, March 1996.

Appendix D

SourceBook PROMOTION Strategy
Updated 1/18/99

Objectives of Promotion:
- To identify potential PRIME applications of the *SourceBook* and facilitate its use/application;
- To promote the *SourceBook* and make all interested parties aware that PRIME has developed this innovative resource;
- To orient potential users to the uses of the *SourceBook*

Promotion Activities:

1. Identify potential PRIME applications

   Progress to date:
   1998 PRIME workplan reviewed and discussions held during the year with CH program and technical managers, RO staff and partners about potential uses and assistance needed.

   Potential applications identified for Indonesia, India, Bangladesh, Ghana, Uganda, Tanzania, prototype CPI curriculum, ECSACON, others documented during 1998 Annual Meeting.

   LAC and WCA regions eagerly awaiting Spanish and French versions.

2. Provide materials and technical assistance to staff in CH, regional offices, partners, and others regarding what *SourceBook* is, how it's organized and the many ways in which to use it.

   Progress to date:
   Several materials for promoting the *SourceBook* and orienting new users have been developed. These include a news release, factsheet, an orientation workshop agenda, a presentation (34 overhead transparencies with suggested speaker notes and participant handouts), flip charts, small group activities, and a draft one-page how-to-use the *SourceBook* guide. These materials are intended to be adapted to suit the audience and their needs. Electronic files can be supplied to facilitate this process. The materials are also being produced in French and Spanish. Electronic files of the *SourceBook* modules on diskette or CD-ROM are planned for easy adaptation.

   The promotional/orientation materials and assistance in adapting them have been provided to PRIME staff for the presentations/applications listed below and in #3 and 4 on next page.

   Two in-service sessions, 4/98 and 5/98, conducted for CH staff. Some Ipas and RO staff attended. Monica Kerrigan invited but unable to attend.

3. Disseminate in the regions through regional kick-off/open house events, use by PRIME staff in country curriculum development and training activities.

   Progress to date:
   RO/N Open House, 6/98, including formal *SourceBook* launching and RON demonstration on how to use the *SourceBook*

   RO/N conducted two 1-day workshops, 9/98, for Kenya Medical Training Center tutors and representatives of Kenya Nursing Council and other public and non-governmental organizations in Kenya

   LAC regional meeting, 10/98, including session on Spanish version of *SourceBook*

   Various curriculum development and training activities documented during 1998 PRIME Annual Meeting 11/98

   Planning initiated for Spanish *SourceBook* dissemination at PRIME LAC regional event in Peru 4/99

   Planning initiated for French *SourceBook* dissemination at Francophone MAQ Conference in Senegal 3/99 and at PRIME W/CA regional event during second quarter 1999.

4. Introduce/provide orientation on how to use the *SourceBook* at relevant CA and donor activities.

   Progress to date:
   FOCUS meeting presentation, 2/98

   ACNM incorporated *SourceBook* session in technical update for CARE program managers/supervisors in East Africa, 4/98, Mombasa Kenya

   Population and Health Materials Working Group meeting presentation, 5/98

   Promoted at FOCUS Working Group meeting, 7/98

   Half day orientation session on the *SourceBook* at CARE-MoRR Launch Workshop in Atlanta, 9/98

   RO/L incorporated *SourceBook* session in technical update for CARE program managers/supervisors in West Africa, 11/98, Lomé Togo

5. Promote at conferences and professional meetings.

   Progress to date:
   Displays and/or presentations given at:
       USAID Information Technologies Fair, 6/97
       APHA presentation, 11/97
       Second Internet Conference, 1/98, sponsored by the USAID Population and Health
           Materials Working Group
       MAQ Guidelines Conference, 5/98
       NCIH, 6/98
       APHA, 11/98
       NCIH, 6/99 (abstract submitted)

6. Promote in INTRAH, Partner and other CA pubs (List of Free Materials, ACNM newsletter, Outlook, Resources for Women's Health, Partner and INTRAH Web sites).

   Progress to date:
   Included in INTRAH and PRIME website, upcoming edition of the *List of Free Materials in Reproductive Health,* PRIME publications booklet.

   Announcement included in APLIC-International, *The Communicator*, Spring/Summer 1998, Issue #67.

   ACNM has offered to include an article on *SourceBook* for the ACNM newsletter.

7. Track applications (PRIME and other) to facilitate evaluation.

   Progress to date:
   Developed and distributed an interview guide for collecting applications and qualitative data and a tracking form for ROs to document applications and feedback on the *SourceBook*.

   During promotion events, documented participants' intended uses ("pledges") of the *SourceBook* for follow-up and evaluation at later date.